Safe Schools Educational Program Grants

Sponsored by the Missouri Department of
Elementary and Secondary Education
573/751-9094
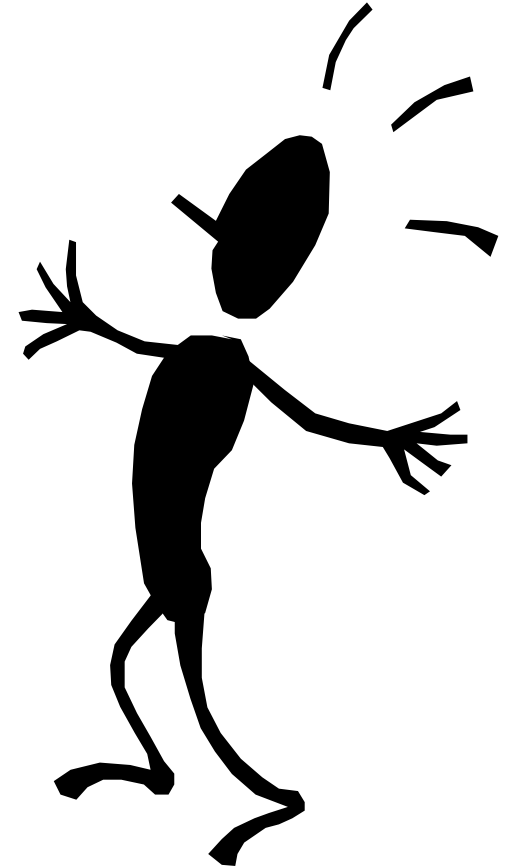
2002-03 Overview

by

Rusty Rosenkoetter, Director

Troubling Statistics

➢ Nationally, students ages 12-18 were victims of more than 2.7 million crimes at school.

➢ In Missouri, student drop-out rates are at 3.8%.

➢ In a period of 6 months, nearly 5% of students ages 12-18 reported being bullied at school.

PURPOSE:

To assist districts by providing start-up funds for programs and services that address the educational/behavioral needs of students who are violent, abusive or chronically disruptive.

Currently have 134 grants
serving 192 districts =

$6,400,000

Deadlines for Current Grants

- **March 31** - Obligate funds for materials, supplies & equipment
- **May 1** - Obligate funds for salaries, services & travel
- **MAY 15** - Reports due at Department

More Important Dates

- April 1 - Continuation grants due
- June 15 - First-year grants due
- June ?? - New grants read and scored
- July 15 - New grants tentatively approved and negotiations begin
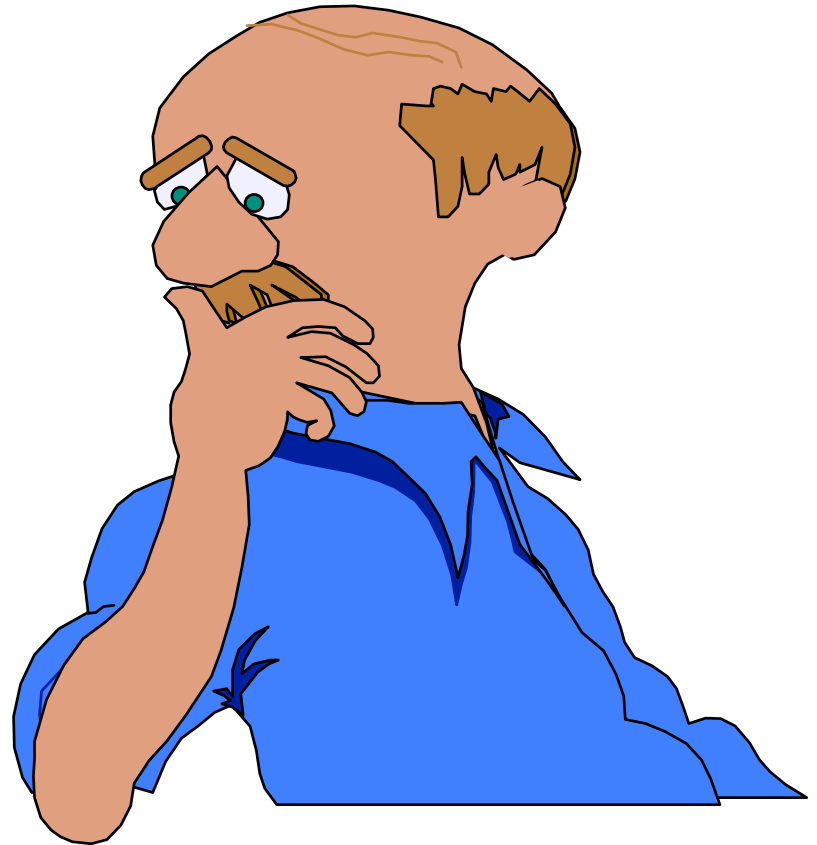
Continuation Grants
(for second and third years - if funding is available)

- Same population and same services
- Provides less state funds each year. State request in continuation cannot exceed 50% of previous year's request.
  - 2nd year (50% of project total) up to
    - $50,000 -- dollar-for-dollar match
    - $100,000 (consortium) -- dollar-for-dollar match
  - 3rd year (25% of project total) up to
    - $25,000
    - $50,000 (consortium)
- Noncompetitive - short application
  - Pages 5,6,9 in manual

First-year Grants
## (competitive)

- Scoring Rubric (handout)
  - Total of 75 points possible
  - Each grant scored by two readers (more than 12 point difference merits third read)

Grant Evaluation

- 1 - Little or no information (emerging)
- 2 - Insufficient information towards meeting criteria (progressing)
- 3 - Information meets minimal criteria (nearing proficient)
- 4 - Information meets and exceeds criteria (proficient)
- 5 - WOW! (exemplary)

First-year Application Continued…
(Check boxes and additional narrative)
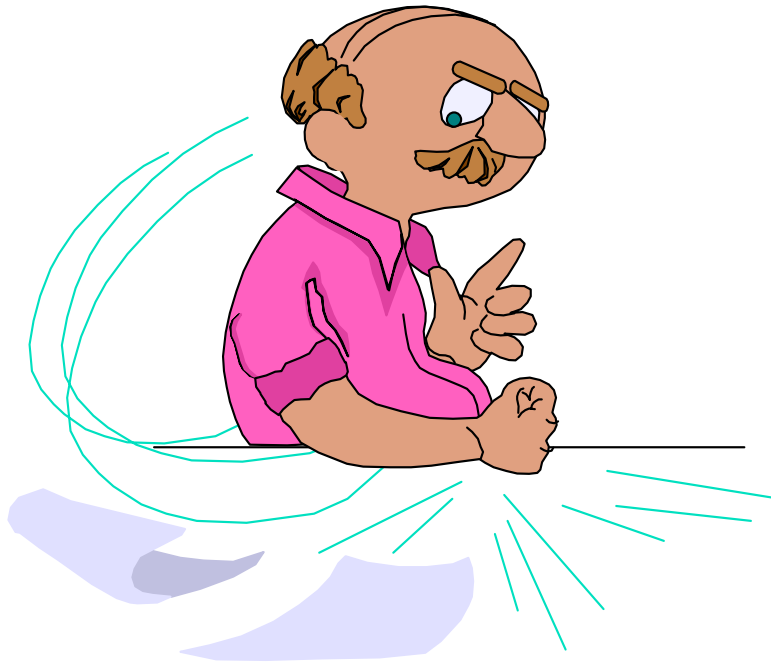
- Cover Form
- Student/program Need
- Student Selection
- Program Design
- Collaborative Efforts
- Evaluation
- Budget Explanation
- Budget Grid Form

Cover Page

- Prevention/Intervention
  - Grade levels and number of students
- District/Consortium
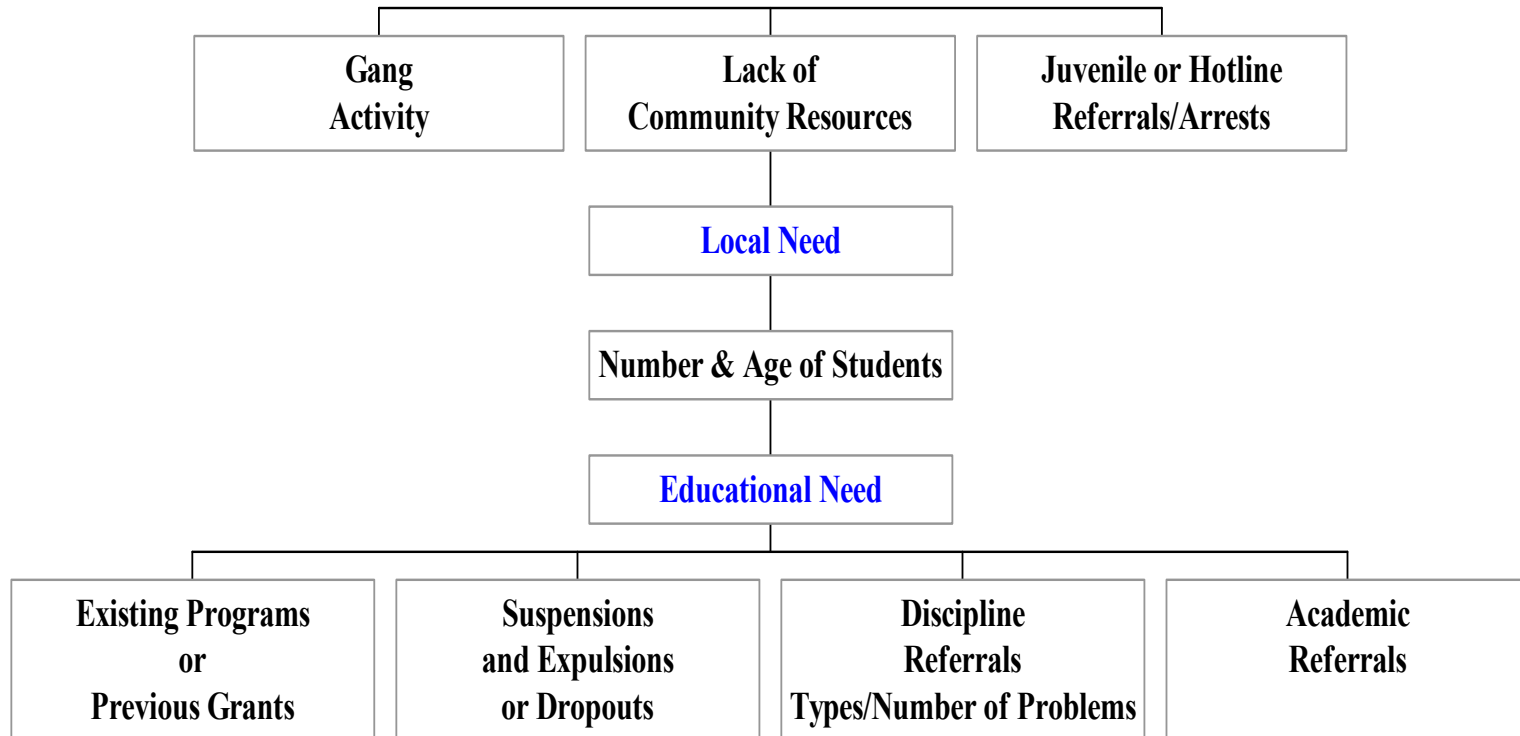- Other School Districts
- Signature of Authorized Representative

Assessment of Program Need
(why you need program)

- Student data

- Community data

- Prevention efforts

What you've done to address problems and what you plan to do in the future

Assessment of Program Need Continued…

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                    ┌──────────────────────┼──────────────────────┐
          ┌─────────────────┐   ┌─────────────────────┐   ┌─────────────────────┐
          │      Gang       │   │      Lack of        │   │ Juvenile or Hotline │
          │    Activity     │   │ Community Resources │   │  Referrals/Arrests  │
          └─────────────────┘   └─────────────────────┘   └─────────────────────┘
                                          │
                                ┌───────────────────┐
                                │    Local Need     │
                                └───────────────────┘
                                          │
                                ┌─────────────────────────┐
                                │ Number & Age of Students│
                                └─────────────────────────┘
                                          │
                                ┌───────────────────┐
                                │ Educational Need  │
                                └───────────────────┘
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Existing Programs or Previous Grants	Suspensions and Expulsions or Dropouts	Discipline Referrals Types/Number of Problems	Academic Referrals

Things to Think About

- What is the "real" problem/need?

- Can someone else "fix it" or work with you?

- Will your board and community continue to support it after the grant?
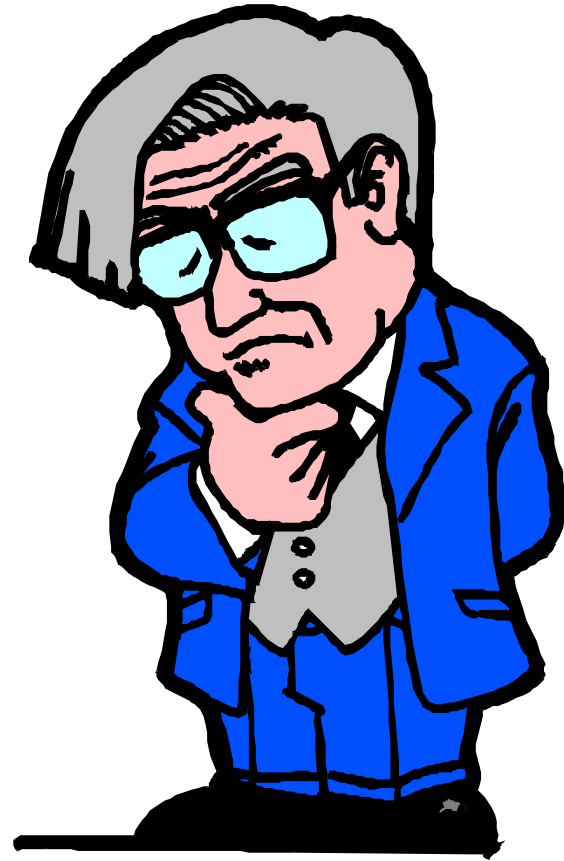
Student Selection Criteria

(how kids get "in" and "out")

- Student selection criteria are based on clearly written policies that detail how students are assigned to and transitioned back from a safe schools program.

- Student selection is based on documented behaviors and involves parents in a proactive manner.

- Students transition back to "regular classes."

Student Selection Continued…

- **<u>Written Policies</u>** (need to focus on documented violent, abusive or chronically disruptive behaviors).
  - How are students selected?
  - What services provided to which students?

  - How long are they assigned in alternative settings?
  - When do they return to regular classrooms and how do they transition?
  - Not general "prevention" activities, but directed to student needs

Summary of Program Design

- What "general" services exist
- What additional services will be added for identified students and their needs
- Length of time students will be served
- Full- or part-time placement
- Services for parents – a must!

Program Design Continued…
(look at successful models)

- **Prevention**

  – Describe project, population and services
    - Conflict Resolution; Character Education; Peer Mediation; or Staff Training

    - Linked to Title IV Activities, MSIP/CSIP plans

  – Long-term Sustainability

  – Show-Me Standards; Core Academic Areas

Things to Think About

- What *specific* behaviors do you want to prevent with what group of students?
  - Character education
  - Community service
  - Peer mediation
- Is staff development part of the effort?
- Accelerated programs allow students to "catch up" academically.

Program Design Continued…
(look at successful models)

- **Intervention**
  - Proposed project, population and activities
    - AEPs; Full- or Part-time Attendance; Tutoring; Parental Involvement; Drug/Alcohol Counseling; Mental Health Services; Job Skills; Social Skills; Transportation; Community Resources; Return to Classroom; and Prevention Components
  - Core Academic Areas; Show-Me Standards
  - Long-term Sustainability

Things to Think About

- Choice of teachers is more important than choice of curriculum

- Writing and doing are two different things

- Don't change "regular" school, but:
  - help students with personal, family & social problems
  - smaller & more personal settings/classes

- Diploma, GED Option, or return to regular school
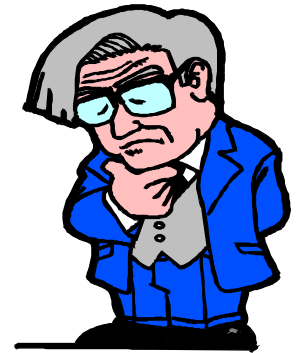
Student Selection Continued…
(example)

- Recommended placement by 2 or more teachers
- Student/parent applies for entry into program as option to suspension/expulsion
- Minimum 10 discipline referrals on 5 of 9 patterns of behavior (verbal/physical abuse, lying, obscene language, bullying, disrespect)

Things to Think About

- What students have greatest NEED?
- Serve violent, abusive or chronically disruptive during daytime
- Serve "at-risk" at night in same facility
- Mandatory or voluntary admission?

Collaborative Efforts

- The program emphasizes social agency involvement through a design that is likely to have lasting effects on the parent/student/district relationship.

- How has collaboration provided needed resources in the past/future?

Collaborative Efforts Continued…

- Parental Involvement
    - Mandatory!
- Family Counseling
- Public Safety, DYS or other grants/support
- YMCA, Faith Community, Others
- Business Support
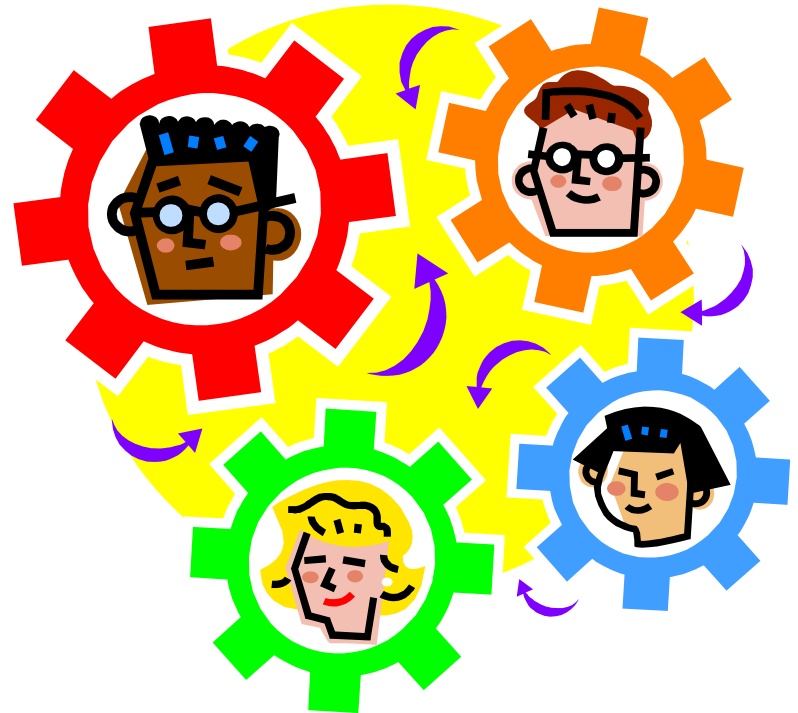
Evaluation Plan

(how you know the program is successful)

- The evaluation plan uses appropriate assessment measures that will provide objective data about the success of the project.
- The evaluation plan describes objectives that measure anticipated changes in student behavior.
- How and why would you change your program?

Evaluation Plan Continued…

- INCREASE IN:
  - Academic Performance
  - Attendance
  - Better Attitudes
  - Students Transitioning to Regular Classes
  - Community Support & $$$ for Program
  - Professional Develop.

- DECREASE IN:
  - Violence
  - Discipline Referrals
 - Drop-out Rates
  - Truancy
  - Other Items????

Budget Explanation
(description of budget items – no "form" for this!)

- The budgeted items or services directly relate to the needs, proposed project and target population.

- The proposed budget is detailed and itemized.

- The budget distinguishes between state and local matching funds – 30% local.

Budget Explanation Continued…

- Specific, detailed explanation of personnel and services

  - no supplanting of existing salaries or services!

- Related to needs and objectives of grant

- Desire for instructional/behavioral improvement

- Identifies State and Local

- Follows grid sequence

- Includes hourly rates of pay
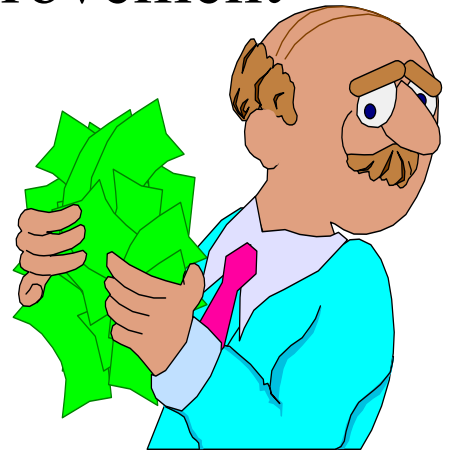
Budget Explanation Example
(continue same format for C, D, E)

A. Salaries	State	District	Total
Program Facilitator	$24,863	$0	$24,863
Recovery Room Supervisor ($75 a day x 174 days)	$11,917	$1,133	$13,050
After school staff training (50 staff x $15 x 3 hrs. x 4 days)	$0	$9,000	$9,000
		TOTAL Salaries	$46,913
B. Benefits	State	District	Total
Retirement & FICA = 12% $46,913 x .12 = $5,630	$0	$5,630	$5,630
		TOTAL Benefits	$5,630

Unallowable Expenses

- Supplanted Staff or Services
- Resource Officers
- Major Renovations (exceeding 10% of the total project dollars)
- Security Equipment
- Textbooks
- Food

Budget Grid

Salaries, benefits, purchased services, material and supplies, equipment

First-year grant

Example: Project cost = $142,500

State Request = Project cost x .7

State Request = $142,500 x .7 = $99,950

District Match = Project cost x .3

District Match = $142,500 x .3 = $42,750

Overall Grant

- The proposed project is linked to the district's improvement plan(s) and is likely to result in educational improvement in the classroom, school or district.

- The proposed project is likely to change student behaviors so students can function in the regular classroom or graduate from an alternative program.

- The proposed project is cost-effective, reasonable and based on needed educational services for the targeted population.

Overall Plan Continued…

- Grant proposal is linked to MSIP/CSIP
- Proposal will change behaviors and create a safer school
- Cost effective and reasonable (based on others' success)

Resources

- www.dese.state.mo.us/divimprove/SSIP/
  - Administrative Manual (contains forms and directions)
  - Successful models
  - First-year project descriptions
- Established grants and alternative programs in various districts (give them credit)
- Title IV (federal Safe & Drug-Free) approved prevention/intervention programs
- CHARACTER*plus*, PPP, PTA and other agencies

State's Evaluation Criteria

- Reading/scoring on June ?? in Jefferson City
- Use "rubric" when writing grant
- Program Evaluation Narrative

Questions?

573/751-9094

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